

# Programs for the Handicapped

CLEARINGHOUSE ON THE HANDICAPPED

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## HIGHLIGHTS

**New Service Delivery  
To Handicapped Individuals  
Block Grant Proposals**

**Crossroads '81—PCEH Annual Meeting**

**Project Partnership  
White House Initiative**

**Rehabilitation Research Overseas:  
20th Anniversary**

**Information on Mental Retardation  
Computerized Data Bases**

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# New Service Delivery To Handicapped Individuals: Block Grant Proposals

The Secretary of the U.S. Department of Education, Terrell H. Bell, has sent to Congress a proposal for an "Elementary and Secondary Education Consolidation Act of 1981." Richard S. Schweiker, Secretary of Health and Human Services, has submitted three draft bills to Congress. The first, the "Social Services Block Grant Act," would consolidate the social services programs. Health services would be consolidated under the "Health Services Block Grant Act" and the "Preventive Health Block Grant Act."

In his cover letter, Secretary Bell said that the bill would authorize two major consolidations involving 44 existing elementary and secondary education programs (including programs to educate handicapped children). He pointed out that the bill would change the Federal approach to financial support of elementary and secondary education by shifting to States and local governments many of the responsibilities for education decisions and policy making that have been exercised by the Federal government in recent years. The proposed legislation would permit States and localities to make decisions as to how, when, and where educational services should be provided, about priorities among needs, and about what services should be offered.

According to Mr. Bell's statement, the bill would repeal existing grant authorizations along with the provisions that generate the need for burdensome and unnecessary regulations and reports. There would be no fiscal requirements such as maintenance of effort, supplement not supplant, comparability, excess costs, or matching.

However, Mr. Bell stated that the bill is not for general aid or revenue sharing. The beneficiaries are the same students with special needs as under present laws, especially the educationally deprived, **the handicapped**, children in schools undergoing desegregation, adults lacking basic education skills, the neglected, and delinquent and migratory children.

The Elementary and Secondary Education Consolidation Act of 1981 would establish two key funding packages which will go to the States, but the largest share will be passed on to the local school districts for education of children who have been assisted under previous Federal programs.

*Title I* of the proposed legislation would provide financial assistance to improve educational achievement, especially in basic skills and career preparation, for:

educationally deprived children now served under Title I of the Elementary and Secondary Education Act (ESEA);

**handicapped children under P.L. 94-142**, the Education for All Handicapped Children Act, and

children in desegregating schools now provided under the Emergency School Aid Act

It would also consolidate services for State programs for:

students in State-operated schools for the **handicapped**, neglected and delinquent now provided under Title I, ESEA,

children of migratory agricultural workers and fishermen now provided under Title I, ESEA; and

adults lacking basic skills now provided by the Adult Education Act.

Under *Title II* of the proposed legislation, States would receive financial assistance to encourage academic excellence, improve student achievement, increase opportunities for students with special needs, and strengthen their own management function.

Among the thirty-two currently separate and diverse education programs that would be folded into Title II are the following of special importance to handicapped children (now in the Education for All Handicapped Children Act):

Severely Handicapped (Part C, Sections 621 & 624)  
Early Childhood Education (Part C, Section 623)  
Regional Vocational, Adult, Postsecondary Programs (Part C, Section 625)  
Innovation and Development (Part E)  
Regional Resource Centers (Part C, Section 621)  
Special Education Personnel Development (Part D, Section 631, 632, 634)

*Title III* outlines the preparation of plans States have to submit on the intended use of payments, prescribes audits at least every two years, and provides details about participation of children enrolled in private schools, among other subjects.

Title III also contains a **Nondiscrimination Provision** regarding compliance with **Section 504 of the Rehabilitation Act of 1973** which safeguards the rights of handicapped individuals.

The Elementary and Secondary Education Consolidation Act would repeal several laws including the Education of the Handicapped Act (except sections 602, 622, 623, 624, 625, 627, 633, 635 and 636, and parts E and F).

Secretary Richard S. Schweiker of the Department of Health and Human Services has forwarded to Congress the draft bill, **Social Services Block Grant Act**, which would consolidate present authority for social services

programs under Title XX of the Social Security Act, for services to the developmentally disabled under the Developmental Disabilities Assistance and Bill of Rights Act, for rehabilitation services for the handicapped under the Rehabilitation Act of 1973, and a number of other social services as outlined below

Secretary Schweiker states that "the draft bill would help to restore to the States the major role which should be theirs in assessing and responding to the social services needs of their populations. By removing requirements and earmarks giving priority to certain services and certain population groups, the bill greatly increases the ability of State and local governments to concentrate their resources on meeting their most serious social service needs "

The Social Services Block Grant Act would consolidate the following programs:

- Title XX Social Services
- Title XX Day Care
- Title XX State and Local Training
- Foster Care
- Adoption Assistance
- Child Welfare Services
- Child Welfare Training
- Child Abuse Prevention and Treatment—State Grants
- Runaway and Homeless Youth
- Developmental Disabilities**
- Rehabilitation Services**
- Community Services Administration programs

The Nondiscrimination Provision under Section 10 prohibits discrimination to an otherwise qualified **handicapped individual** as provided in Section 504 of the Rehabilitation Act of 1973.

The Social Services Block Grant Act would repeal the following existing legislation in the handicapped area:

1. Sections 402 (a)(20) and 408, parts B and E of Title IV, and Title XX of the Social Security Act.
2. The Developmental Disabilities Assistance and Bill of Rights Act
3. The Rehabilitation Act of 1973, except sections 7(7), 501, 503, 504, 505, and 507.

Other legislation authorizing the above programs would also be repealed.

In the health field the proposed legislation would consolidate health services and health promotion and disease prevention into two block grants. The **Health Services Block Grant Act** would consolidate 15 programs:

- Primary Health Care Centers
- Primary Care Research and Demonstrations
- Black Lung Clinics**
- Migrant Health
- Home Health Services**
- Maternal and Child Health Services**

## **Maternal and Child Health/Supplemental Security Income Disabled Children's Services**

### **Hemophilia**

### **Mental Health Services**

- Drug Abuse Community Projects
- Drug Abuse Grants to States
- Alcoholism Community Projects
- Alcoholism Grants to States
- Emergency Medical Services
- Sudden Infant Death Syndrome

The Health Services Block Grant Act contains a Nondiscrimination Provision which prohibits discrimination with respect to an otherwise qualified **handicapped individual** as provided in Section 504 of the Rehabilitation Act of 1973. The Act would repeal the following laws and make conforming amendments not specified in this summary:

Public Health Service Act (Sec 5(a); Section 217(g), subparts III and IV of part D of Title III, section 1121 part C of Title IX; section 1201, 1202, 1203, 1204 1205(d), 1206, 1207(a), 1208, 1209, 1210 and part B of Title XII); Federal Mine Safety and Health Act (section 427(a)); Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (section 102 and parts A and B of Title III); the Drug Abuse Prevention, Treatment and Rehabilitation Act (sections 405, 409, 410, 411); the Community Mental Health Centers Act, and the Mental Health System Act (section 101, part B of Title I, Titles II and III, and section 502, 602, 801 and 806).

The **Preventive Health Block Grant Act** would consolidate 10 programs

- High Blood Pressure Control
- Risk Reduction and Health Education
- Fluoridation
- Lead-based Paint Poisoning Prevention
- Family Planning Services
- Health Incentive Grants
- Venereal Disease
- Rat Control
- Genetic Diseases**
- Adolescent Health Services

The Nondiscrimination Provision prohibits any discrimination with respect to an otherwise qualified **handicapped individual** as provided in **Section 504 of the Rehabilitation Act of 1973**. This Act would repeal:

Public Health Service Act (Title X and Part A of Title XI); Health Services and Centers Amendments of 1971 (Section 401 and 402 and Titles VI and VII) and make conforming amendments not listed here.

Developments of these Block Grant proposals will be reported in future issues of *Programs for the Handicapped*.

# Crossroads '81—PCEH Annual Meeting

*Focus: The Administration's Proposals—  
Their Affect on Handicapped People*

The 1981 Annual Meeting of the President's Committee on Employment of the Handicapped (PCEH), titled "Crossroads '81," was held at the Washington D.C. Hilton Hotel on May 6 through 8.

Harold Russell, chairman of PCEH, stated that the timing of this large gathering of disabled people was very appropriate, particularly because we have a new President and a new Administration. In Russell's welcome to all the participants he said, "It is a challenging time for all of us concerned with disability and with the future of disabled people. It is a time of questions and planning, a time to consider anticipated changes."

"Crossroads '81: The Beginning" was the overall theme of the keynote speaker, Senator Orrin G. Hatch, chairman of the Senate Committee on Labor and Human Resources. The "Crossroads" were exemplified in his opening remark, "As we assess the strengths and weaknesses of programs and activities for the disabled, it is now appropriate to ask, 'Where do we go from here?' Hopefully, our orientation will allow us to look forward to new horizons and accept potentially unconventional approaches . . ."

"...During the past few years, a number of innovative and effective provisions for rights and services have been enacted along with legislative mandates for their enforcement. Our disabled citizens have gained much visibility and support." Hatch raised several questions such as "...Should the handicapped be exempt from the budget cuts? Don't the handicapped advocate equal treatment? If the handicapped are exempt, what about other special interest groups? Who decides? What happens to the Reagan program?"

Hatch then went on to discuss the major components of the Administration's program and what they mean to the handicapped. He agreed with the premise that if you cut rehabilitation you merely boost welfare. Hatch said, "It has been demonstrated that for every dollar spent on rehabilitating the handicapped, ten are returned to the economy. For these reasons I offered an amendment to restore \$345 million to handicapped education and \$353 million for rehabilitation services during the budget markup session. . . . A shifting of responsibilities for projects that assist the handicapped means a shifting of responsibilities from Washington to towns and cities across the nation where people can be more aware of the local needs of the population that are disabled." He expressed an opinion that some kind of local coalitions or advisory groups would be organized for and by the handicapped to represent their needs and interests. In his concluding remarks he said, "I extend the challenge to all of us—legislators, educators, businessmen, social service pro-

viders, and the handicapped themselves—to unite and forge ahead together."

During the conference, workshops were conducted that brought together employers, consumers, professionals, labor and government officials, and educators. Among the topics discussed were: analyzing legislation and regulations, community efforts, private sector support for disability issues, the role of disabled consumer organizations, public service advertising, community programs for drug abusers and the mentally ill, and the role of the courts in making policy for disabled persons. Workshop participants listened, learned and argued and thereby formed an information network about disability and the disabled that reaches from coast to coast.

The banquet on May 7th honored the international participants in a 20th Anniversary Seminar hosted by the National Institute of Handicapped Research and the World Rehabilitation Fund. A special award went to Senator Jennings Randolph for "leadership in the enactment of legislation which has improved the lives of disabled Americans."

Senator Lowell P. Weicker, Jr., the new chairman of the Senate Subcommittee on the Handicapped of the Labor and Human Resources Committee, was the banquet speaker. In his address to the assembly he spoke of his committed heart but open mind emphasizing that he would neither rubber stamp every handicapped spending proposal nor accede to every budget cut or consolidation the Administration proposes.

Senator Weicker described the successes of the Center for Independent Living in Bridgeport, Connecticut, with which he was personally acquainted, and expressed concern that the Center could lose its financial support if rehabilitation funding would be folded into the social services block grant program since it was so new and could not compete with more established programs.

Weicker expressed his apprehension that handicapped people "are likely to be lost between the cracks in the Administration's block grants." He closed by saying that he had introduced legislation to reauthorize the developmental disabilities program for another year and exhorted his audience "to streamline and strengthen our efforts on behalf of disabled persons so as to be above criticism."

The Annual Meeting attracted some 5,000 disabled community and organization leaders, employers, labor and government officials, educators, professionals and volunteers. They had the opportunity to question and discuss the new ideas and proposals of the Administration. PCEH Chairman Harold Russell pointed out that the strength of the Annual Meeting has always been people who take ideas home to their communities, where they support practical programs which offer equal opportunity to all handicapped individuals.

# Rehabilitation Research Overseas: 20th Anniversary

Rehabilitation counselors in Egypt may not be aware of it but their training program now replicated in several places in their country was started with funds from the Foreign Currency program (P.L. 83-480) and technical assistance from the U.S. A spastic person in Alabama in need of special footwear can now be fitted at a fraction of the cost of the usual orthopedic shoes thanks to an adaptation of similar footwear developed in Sri Lanka for leprosy patients. These are just two of many examples of results benefiting a foreign country using U.S. owned foreign currencies generated over the years by the sale of U.S. agricultural commodities, and the U.S. benefiting from the interchange of the foreign experts program.

Seventeen scientists from 13 countries convened in Washington, D.C. April 26-May 8 to participate in a two week seminar commemorating the twentieth anniversary of the Special Foreign Currency program. The seminar was sponsored by the World Rehabilitation Fund and the National Institute of Handicapped Research (NIHR) which now administers the international program.

In the course of the seminar there was a session on the lessons learned from the international program which addressed three questions:

1. Was the program one from which the host country benefited?
2. Did the program benefit the United States?
3. What more needs to be done?

## **Benefits to the Host Country:**

The discussions established beyond doubt that the P.L. 83-480 programs were most significant in the development of rehabilitation services in the host country. In most instances the projects have been continued after the original funds were exhausted. In the majority of the countries present, few rehabilitation programs existed prior to these efforts—or if they did, the programs were of much more limited scope.

Particularly useful has been the opportunity to exchange ideas and receive technical assistance. This was accomplished especially through the exchange of experts in both directions, to and from the United States. Also valuable were the research utilization conferences, whether on specific topics such as cardiac rehabilitation, or more general research utilization seminars such as a ten year review of the program in a given country.

## **Benefits to the United States:**

It became clear from the discussion that Western rehabilitation learned much from experts in less affluent or developed countries where simplified but effective technologies were developed.

Early postsurgical fitting of prostheses, now standard practice in the U.S., was pioneered by Dr. Marian Weiss of Poland. The use of mobile eye clinics in rural areas adapted from India has helped many Americans who could not otherwise avail themselves of low-vision aids and therapy.

Exchange of experts facilitates and speeds up transfer of knowledge. This realization has led to an array of formal and informal institution-to-institution and person-to-person arrangements and agreements.

Obviously Congress was impressed with the success of the Foreign Currency program when it formalized the international program of the Rehabilitation Services Administration by including it as one priority of the research program as outlined in Title 204(b)(5) of the Rehabilitation Amendments of 1978.

## **What more needs to be done:**

The seminar group saw merit in continuing the efforts begun through the P.L. 83-480 program in several directions. The interchange of experts should be continued and, if possible, expanded. The interchange of information should also be continued. Meetings and symposia—whether in-country or international—seemed to be the preferred technique. It was also suggested that a more formal method for exchanging information internationally should be considered. The need for more rehabilitation personnel should be addressed, at least on a regional basis. Frequently countries do not have the financial and other resources to develop trained rehabilitation manpower so that regional facilities seem to be a more effective answer.

One seminar participant summed up the message of the seminar: "It is particularly appropriate that this important seminar is being held in the International Year of Disabled Persons. What we need to do is contribute what we can to ensure that the momentum of international rehabilitation research be continued and increased, after the Year is over, and well into the decades to come."

An annotated listing of the projects approved through 1981 has been published by the National Institute of Handicapped Research. Projects are grouped according to major program areas as well as by country and by subject. The listing, *International Research and Demonstration Projects: 1961-1981* is available from: National Rehabilitation Information Center, 4407 Eighth Street, N.E., The Catholic University of America, Washington, DC 20017. Telephone: (202) 635-5822 (Voice); (202) 635-5885 (TDD).

# Technology and Handicapped People

A little known agency, the Office of Technology Assessment (OTA), a research arm of the United States Congress, was asked by the Senate Labor and Human Resources Committee to conduct a comprehensive assessment on "Technology and Handicapped People." One purpose of the project is to examine the policies and specific processes through which technologies are developed, evaluated, diffused, delivered and used. Another purpose is to examine the broader, conceptual issues related to providing an appropriate fiscal and technical fit between technologies and users.

OTA's report to the congressional committee is due by the end of the year. A number of different strategies to develop the report have been launched. One is an analysis of the role of the courts and judiciary in the implementation of federal legislation relating to handicaps. This analysis covers general issues of rights and entitlements and the potential for proposed legislative initiatives to effect changes in the present situation. Another approach is through conducting case studies. These include: techniques for mainstreaming in early childhood and elementary schools; employment technologies; technologies for severe speech impairments, knee and hip implants; learning disabilities; and the impact of federal legislation on state government.

In order to explore the crucial role which attitudes play in the proper fit between technologies and user—societal attitudes which further or impede the development of technologies, individual attitudes which make the disabled individual "ready" for the use of technologies—OTA designed a workshop as a sort of group consultation. Knowledgeable people from a wide variety of disciplines including many disabled individuals were brought together to react to a set of commissioned papers that explored many different aspects of attitudes and attitude formation, and to develop legislative initiatives or policy recommendations which could be included in OTA's report to Congress.

A wealth of ideas surfaced. A few came up again and again in many different versions, colored from many different biases and personal experiences but with a loud and clear message: the medical model which allocates to the disabled individual the role of the patient (and he better be a "good" patient) is dysfunctional in spite of its appearance of objectivity and humaneness. A new relationship is needed between the helping professionals and disabled persons which aims at maximizing decision making by handicapped individuals and self help efforts wherever possible.

The workshop participants left OTA a rich menu of suggestions for legislative initiatives and policy recommendations. The final report will be printed and will become available through the Government Printing Office. Availability will be announced in *Programs for the Handicapped*.

## Project Partnership

"Project Partnership," a White House initiative to provide employment for disabled people, was announced by Virginia H. Knauer, special assistant to the President, in San Francisco in April. It is hoped that this partnership among the corporate sector, government and disabled groups on the local level will contribute to the reduction of the shocking number of unemployed severely disabled adults—7 million people, 67% of the country's severely disabled according to Social Security Administration figures.

The bay area "Project Partnership" committee, chaired by Mr. Cornell Maier of Kaiser Aluminum and Chemical Corporation, is made up of twelve of the bay area's most significant employers and nine of the community's most effective and influential disabled constituency organizations. This public/private sector undertaking will include the following:

- Each corporate participant has committed to hire approximately five severely disabled persons at various employment levels.
- Two-thirds of the corporate recruits will come directly off the roles of the Social Security Administration.
- Once the participating companies indicate the positions to be filled, the Social Security Administration will refer possible applicants to the State Rehabilitation Administration where they will be carefully screened. All candidates will be interviewed by White House Fellow Harold Krents who will be coordinating the White House area of the partnership effort. Finally, employment candidates will be introduced to the companies for ultimate employment decisions.
- Following final selection by each company, various disabled constituency groups will provide free training where appropriate.
- One-third of the total employment positions committed to this special project will be filled through recruitment efforts of the disabled constituency groups.

The national corporate community will hopefully learn about and use an untapped national recruitment resource: the Social Security Administration and the multitude of local constituency groups eager to train and place disabled workers.

Efforts have been started to launch Project Partnership in other areas across the nation. For more information, write to: Mr. Harold Krents, Office of Public Liaison, Old Executive Office Bldg., Room 436, Washington, DC 20500.



# Planned Parenthood And the Disabled Person

The Planned Parenthood Federation of America supports the philosophy of "full participation and equality" for disabled persons in sexuality education, sexual expression, and sexual health care. Many local Planned Parenthood programs now offer special programming for disabled persons or greater accessibility to ongoing programs. In 1981 Planned Parenthood has joined the U.S. Council for the International Year of Disabled Persons, thereby making a commitment to promote sexuality education for handicapped persons. Planned Parenthood will work "with community groups and media promoting sexuality education and family planning services for the handicapped and increasing community awareness of the needs and rights of the handicapped."<sup>1</sup>

A recent issue of the Planned Parenthood newsletter *Emphasis* highlighted local Planned Parenthood programs which have been made more accessible to disabled individuals. These local programs are forging ahead with exciting new efforts. Planned Parenthood of Contra Costa, California, has served and advocated for developmentally disabled persons by networking with local agencies such as sheltered workshops, schools, recreational centers, and other community organizations. Professionals working in this area formed the Contra Costa County Interagency Committee for the Sexual Rights of Persons with Developmental Disabilities, and they are linked with a larger organization, the California Committee on the Sexuality of the Developmentally Disabled.

MENCH (Meaningful Education Now for Citizens with Handicaps) is a unique training program which utilizes co-trainers, one a professional, the other a developmentally disabled person functioning in the community. The training curriculum topics include social skills, self esteem, health information, and sexuality education. The film, "Feeling Good about Yourself," is an outgrowth of this program, which was sponsored by Planned Parenthood of Alameda-San Francisco, with funding from the former U.S. Office of Education, Bureau of Education for the Handicapped.

Further up the coast of California in Humboldt County, the local Planned Parenthood organization obtained a grant to work with the disabled community in reducing the number of unintended births and pregnancies to physically and developmentally disabled persons. Their multi-faceted program includes education of handicapped people, training of professionals, information and education for families, and training for disabled peer volunteers. It also includes braille materials and making audio tapes. Planned Parenthood of Seattle-King County

is also making a unique contribution to the field of sexuality and disability with their *Signs for Sexuality*. This vocabulary book for deaf persons uses sequential photographs and tells how to form the signs for 300 commonly used terms in sexuality education. These signs were selected after interviews with 200 deaf individuals across the country and a selection panel of deaf persons who determined the most acceptable and commonly used signs for inclusion.

Planned Parenthood of Los Angeles has demonstrated its commitment to services for the disabled by hiring handicapped persons as service providers. They are currently working to make services physically accessible and sensitize staff to the needs of the disabled community. Adapted materials such as braille booklets on contraception and a telecommunications device for the deaf (TDD) are other recent developments.

"There were rules like no hand-holding, kissing or touching in public, but no one explained that there was a time and a place for this behavior. So the clients at the sheltered workshops were told that this is not for the handicapped. No wonder they were confused about their sexuality," remembers Rosalind Seawright, Community Education Services Director of Planned Parenthood in Monmouth County, New Jersey. Since 1975 this education staff has been working with local social service agencies, sheltered workshops, and hospitals to train both disabled persons and staff in many areas related to sexuality and disability.

Linda Plough, an educator at Planned Parenthood of Omaha, has been conducting sexuality education classes for deaf persons and she was recently instrumental in developing a film entitled "Pelvic Exam for a Deaf Woman," the only such film available.

In Grand Rapids, Michigan, Jan Lunquist, who is an education and training coordinator for Planned Parenthood, has teamed with local school personnel in offering sexuality education to trainable mentally impaired and the severely multiply impaired, from preschool through senior year. Several curriculum guides have resulted from this ongoing relationship.

These new sexuality education programs for disabled persons exemplify a growing national awareness of their needs. Advocacy for these accessible health care services and the sexual needs and rights of the disabled is the goal of a newly formed organization: Coalition on Sexuality and Disability (CSD). With a membership of 800 professionals and disabled persons, CSD has moved ahead rapidly since its founding in 1978 in New York. CSD has organized programs on the handicapped and body image, partners, and attitudes and responsibilities. CSD sponsored the Third Annual National Symposium on Sexuality and the Disabled in New York City (June

(See *Planned Parenthood*, page 17)

<sup>1</sup> *Emphasis*, 1981, New York: Planned Parenthood Clearinghouse for Sexuality and Population Education Program Materials.

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## Advocacy for the Mentally Ill

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The Advocacy Demonstration Program of the National Institute of Mental Health (NIMH) is funding ten demonstration projects to pilot test different approaches to advocacy for the mentally ill (see list below). These programs represent various advocacy strategies such as: individual legal representation, systems change advocacy, internal grievance procedures, educational activities regarding patient's rights, and training.

The 1978 President's Commission on Mental Health formally recommended the establishment of advocacy services for mentally handicapped persons. In response to the Commission's recommendations, an Advocacy Demonstration Program was activated through the initiative of then Secretary of HEW Joseph Califano. The demonstration program was designed to test out advocacy processes, costs, outcomes, and strategies.

Although the need for advocacy to the mentally disabled has long been recognized by some, it is only now receiving widespread recognition as a necessary service. Many have pointed to the protection and advocacy system for developmentally disabled persons as a reminder of what needs to be done for the mentally ill. As a result of these concerns, advocacy programs were included as a key provision in the 1980 Mental Health Systems Act (P.L. 96-348, Section 502).

Funding for Section 502 will become available in fiscal year 1982. That Section states, "A state may designate an entity of the state government or recommend a public or private entity within the state as an applicant for a grant to protect and advocate for the rights of the mentally ill." As with other advocacy programs, for example the protection and advocacy system for the developmentally disabled, this "entity" must be "independent" of the state mental health care delivery system. The Act provides for a broadening of the program in the second year of funding with grants becoming available on a competitive basis to any public or private nonprofit agency in the state with opportunity for comment from the Governor. Grants may also be made available to additional agencies to provide training and technical assistance to those agencies providing protection and advocacy.

For further information on the Advocacy Demonstration Program, you may contact: Patient's Rights and Advocacy Section, Mental Health Services Development Branch, Division of Mental Health Service Programs, NIMH Room 11-C03, Rockville, MD 20857.

A list of the Advocacy Demonstration Program projects follows:

State of California  
Department of Mental Health  
Patient Rights Office  
2260 Tocone Circle  
P O Box 254829  
Sacramento, CA 95825  
(916) 322-2255

Patients' Rights Advocacy Services, Inc  
2525 24th Street  
San Francisco, CA 94110  
(415) 282-1777

Santa Clara County Bar Association  
Law Foundation, Inc  
711 E San Fernando Street  
San Jose, CA 80204  
(408) 294-9730

Legal Center for Handicapped Citizens  
1060 Baunock Street, Room 316  
Denver, CO 80204  
(303) 573-0542

Idaho Legal Aid Services, Inc  
400 N Eastern Avenue  
Idaho Falls, ID 83401  
(208) 524-3660

North Shore Children's Law Project  
P O Box 710  
31 Exchange Street  
Lynn, MA 01903  
(617) 581-1977

State of New Jersey  
Department of the Public Advocate  
Division of Mental Health Advocacy  
P O. Box 141  
Trenton, NJ 08615  
(609) 292-1780

Vermont Legal Aid, Inc.  
Vermont Mutual Health Law Project  
180 Church Street  
Burlington, VT 05401  
(802) 863-2871

Rubicon Program, Inc.  
2400 Bissell Avenue  
Richmond, VA 94804  
(415) 235-1516

State of Wisconsin  
Department of Health and Social Services  
Division of Community Services  
Client Advocacy Program  
1 West Wilson Avenue  
Madison, WI 53702  
(608) 266-2713

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# Information on Mental Retardation: Computerized Data Bases

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It is frequently very difficult to identify literature on developmental disabilities in general and on mental retardation in particular, since there is no centralized source of information in this area, and since the mental retardation field itself is multidisciplinary. Documents on medicine, education, rehabilitation, therapy, psychology, and other subjects can be relevant to the information seeker interested in mental retardation. Reports produced by federal, state and local agencies, monographs, journal articles, research in progress, and books are all potential sources of information. How do researchers, practitioners, and administrators find specific material on mental retardation related to their needs?

We intend to publish a Resource Guide on Mental Retardation Information later this year. The following is the part of this Resource Guide which describes the holdings of computerized data bases. These data bases do not focus exclusively on mental retardation, but contain important parts of available information.

The write-up for each data base includes general information on the file and a description of its records on mental retardation. Holdings in ten different areas are given. The scope of each is defined below:

**Advocacy/Civil Rights:** Includes citations on relevant legislation and court cases and issues related to the rights of retarded persons and their guardians.

**Attitudes:** Perceptions, feelings, and reactions of parents, peers, professionals, and the public; labeling; social status of retarded persons.

**Education:** Educational programs and techniques related to cognitive development (citations on controlling inappropriate behavior are summarized in the section on *Treatment*; vocational education is included in the *Rehabilitation* section). Career education. Adult education. Teacher preparation. (See section on *Attitudes* for teacher perceptions and attitudes.)

**Employment:** Preparation for employment (but not vocational rehabilitation—see *Rehabilitation* section). Sheltered workshops. Work adjustment and performance.

**Family:** Family interaction. Family histories and backgrounds. Home-based education. Parent counseling. (See section on *Attitudes* for family attitudes.)

**Rehabilitation:** Vocational rehabilitation, including prevocational and vocational training. Vocational education.

**Residences:** Deinstitutionalization and community integration. All types of residential alternatives and related services.

**Self Care Skills:** Independent living and activities of daily living. Social skills. A wide range of competencies is cov-

ered, from hygiene to money management and travel.

**Social Services:** All aspects of service planning, delivery and evaluation.

**Treatment:** Behavior modification; this and other methods of treating adverse behavior. Therapies (e.g. art, music and recreation therapy). Medical treatment.

In researching the data bases in these areas only citations after 1975 were studied. Another limitation is the focus on mental retardation, instead of developmental disabilities, since literature in the developmental disabilities field is relevant to mental retardation. However, we wanted to pinpoint the most useful citations to save the inquirer the trouble of sifting through citations only tangentially significant. For this reason, researchers interested in developmental disabilities will find additional material in the files described below.

As indicated, many data bases have print equivalents index and abstract journals which may be searched manually. These reference tools are available in large libraries. There is a charge for searching most files (we have noted those which offer free searches).

## DISSERTATION INFORMATION SERVICES

University Microfilms International

300 N. Zeeb Road

Ann Arbor, MI 48106

(313) 761-4700 (Michigan)

(800) 521-3042 (Outside Michigan)

Data base name:	Comprehensive Dissertation Index (CDI)
Subject area covered:	All academic subjects (citations are on published dissertations)
Years:	1861-
Number of citations on mental retardation (1976- ):	At least 700
Controlled vocabulary:	No; use free text searching
Abstracts:	No
Cost:	Yes
Print version:	Comprehensive Dissertation Index (Dissertation Abstracts International also available)

**Attitudes:** Attitudes of parents, teachers and other professionals. Effects of labeling.

**Education:** Studies on specific techniques for improving perceptual and cognitive processes, and skills such as reading and oral expression. Career education.

**Employment:** Preparation for employment. Variables affecting work performance.

**Family:** Experiences of parents. Parental interaction (studies on mothers). Feelings of parents toward programs and developmental goals for their children. Home education. Parent training.

*Residences:* Adaptive behavior in various settings as related to different treatments and strategies. Community integration and factors affecting success. Group homes and institutional programs. Deinstitutionalization.

*Self Care Skills:* Sex education. Studies on how to increase adaptive behavior in general, in particular social adaptation.

*Treatment:* A variety of treatments and therapies to decrease inappropriate behavior and stimulate developmental change.

## EDUCATIONAL RESOURCES INFORMATION CENTER Central ERIC

National Institute of Education

Department of Education

1200 19th Street, N.W.

Washington, DC 20208

(202) 254-7934

Data base name: ERIC  
Subject area covered: Education (material in social sciences in general is included in the file)

Years: 1966-  
Number of citations on mental retardation (1976- ): 2101 (using major descriptors); inclusion of minor descriptors yields an additional 467 records)

Controlled vocabulary: Yes  
Abstracts: Yes  
Costs: Yes  
Print version: *Current Index to Journals in Education and Resources in Education*

*Advocacy/Civil Rights:* Articles on rights in general and in specific areas (education, voting, consent to treatment, guardianship).

*Attitudes:* Attitudes of teachers and other professionals. Effects of labeling. Social status of retarded persons. Some material on attitudes of public and community. Family reactions to mentally retarded children.

*Education:* Excellent source in this area. Mainstreaming at all school levels and in various subject areas. Teacher preparation. Classification of minority persons as mentally retarded.

*Employment:* Vocational training and job placement. Factors leading to successful employment of persons with mental retardation. Development of job interview skills. Sheltered employment. Competitive employment and improving career accessibility. Material on all levels of retardation.

*Family:* Reactions to deinstitutionalization. Clinical studies of families with mentally retarded member, including siblings of retarded persons. Foster parenting. Family counseling/therapy.

*Rehabilitation:* Prevocational and vocational training, including programs which develop specific skills. Vocational education. Descriptions of vocational rehabilitation programs.

*Residences:* Articles on both community residences and institutional programs. Normalization and deinstitutionalization.

*Self Care Skills:* Development of independent living skills, including community living skills. Material on training for acquisition of specific competencies.

*Social Services:* Community based services, including those needed to support community residences.

*Treatment:* Behavior modification for institutionalized persons, especially to decrease frequency of adverse behavior. Medication. Material on several therapies.

## COUNCIL FOR EXCEPTIONAL CHILDREN Information Service

1920 Association Drive

Reston, VA 22091

(800) 336-3728 (except Virginia)

(703) 620-3660 (Virginia; collect calls are accepted)

Data base name: Exceptional Child Education Resource (ECER)

Subject area covered: Special education and related services

Years: 1966-

Number of citations on mental retardation (1976- ): 677 (with mental retardation terms as major descriptors; when minor descriptors are included, an additional 97 documents are retrieved)

Controlled vocabulary: Yes

Abstracts: Yes

Cost: Yes

Print version: *Exceptional Child Education Resources*

*Attitudes:* Teacher perceptions. Labeling and its effects. Children's attitudes and their social acceptance of mentally retarded peers. Attitudes toward sex education for persons with mental retardation. Parent reactions.

*Education:* Much material is on mainstreaming (teacher perceptions, issues, programs, results). Citations on various approaches for training.

*Employment:* Most citations are on preparation for employment.

*Family:* Guides for parents. Early intervention in the home.

*Rehabilitation:* Assessing and improving vocational potential and performance. Vocational training. Prevocational education and vocational preparation.

*Residences:* Normalization and community adjustment.

*Self Care Skills:* Most citations in this area are on hygiene.

*Treatment:* Training to control inappropriate behaviors. Some material on various therapies.

## INSTITUTE FOR SCIENTIFIC INFORMATION

3501 Market Street

Philadelphia, PA 19104

(215) 386-0100

Data base name: Social Science Citation Index (SSCI)

Subject area covered: Social sciences

Years: 1972-

Number of citations on mental retardation (1977- ): More than 2000

Controlled vocabulary: No; use free text searching

Abstracts: No

Cost: Yes

Print version: *Social Science Citation Index*

*Note: It is possible to use SSCI to retrieve author's references to previously published materials.*

*Advocacy/Civil Rights:* General material on mental retardation and the law. Sexual rights. Rights and treatment in institutions.

*Attitudes:* Effects of labeling. Attitudes of parents, teachers and other professional groups, and students. Techniques to change attitudes (e.g. portrayal of retarded persons on TV, community attitudes).

*Education* Mainstreaming Various trends, approaches, and techniques Career education. Education of mentally retarded adults

*Employment* Methods to improve productivity Developing interview skills Competitive employment. Prediction of work performance

*Family* Adjustment, reactions, and needs Parent reactions to deinstitutionalization. Mother-child interaction. Articles for professionals on counseling parents Guides for parents

*Rehabilitation* Vocational skills training Factors related to successful vocational rehabilitation Prevocational preparation General material on rehabilitation

*Residences* Treatment in institutions Community residences and deinstitutionalization

*Self Care Skills* Social skills training Training for attainment of specific skills

*Social Services* Community services for mentally retarded children and adults

*Treatment* Various therapies (art, dance, music, recreation). Prevention of adverse behavior Medical treatment of institutionalized mentally retarded persons

# **NATIONAL CLEARINGHOUSE FOR MENTAL HEALTH INFORMATION (NCMHI)**

**National Institute of Mental Health  
Department of Health and Human Services  
11A-33 Parklawn Building  
5600 Fishers Lane  
Rockville, MD 20857  
(301) 443-4513 (For inquiries and publications)  
(301) 443-4517 (For computer services)**

Data base name:	NCMHI data base
Subject area covered:	Mental health field
Years	Citations from past 2 or 3 years (Retrospective searches of records from 1963 may be arranged if warranted for information )
Number of citations on mental retardation (1976- ):	3530
Controlled vocabulary:	Limited (there is a term for mental retardation)
Abstracts:	Yes
Cost	No
Print version	No (approximately 50 abstract journals are published in specific subject areas)

*Advocacy/Civil Rights:* Reports on court decisions and on the rights of persons with mental retardation, problems of guardianship, and sterilization.

*Attitudes:* Attitudes of peers (including students), the public, and teachers and other professionals, including the effects of labeling on teacher expectations. Social status of persons with mental retardation.

*Family:* Effect of retardation on families Mother-child interactions and relationships. Parents as teachers, early intervention and stimulation. Professional-parent relationships.

*Rehabilitation:* Job skills training. Vocational evaluation and adjustment. Social indicators for successful rehabilitation

*Residences:* Community-based and residential care. Preparation of mentally retarded persons for community living.

*Self Care Skills:* Social education, especially adaptive community skills.

*Social Services* Articles on specific services and provision of services in specific localities as well as more comprehensive materials on planning for services and service systems.

*Treatment* Therapeutic recreation Diagnosis and treatment of affective disorders in persons with mental retardation Methods of behavior modification to decrease inappropriate behavior Techniques and instruments to assess mental handicaps

Scientific studies in the following areas are also included physiology, psychophysiology, genetics, cognition, memory, perception, personality, communication, and testing (many types of tests used for a number of purposes in various settings)

## **NATIONAL LIBRARY OF MEDICINE (NLM)**

**National Institutes of Health  
Department of Health and Human Services  
8600 Rockville Pike  
Bethesda, MD 20209  
(301) 496-6095**

Data base name:	Medlars (Medical Analysis and Retrieval System) and Medline (Medlars-on-line)
Subject area covered	Biomedical field
Years:	1964-
Number of citations on mental retardation (1979- )	More than 2,000
Controlled vocabulary:	Yes
Abstracts.	About 40% of the records have abstracts
Cost:	Charges vary with each of 11 Regional Medical Libraries and local centers which offer access, contact NLM for referral to nearest Regional Medical Library
Print version	<i>Index Medicus</i> (does not include all citations in the data base)

*Advocacy/Civil Rights.* Citations on sterilization of mentally retarded persons.

*Attitudes:* Effects of labeling. Attitudes of various groups of professionals who come into contact with mentally retarded persons Parent attitudes

*Education.* Basic skills training.

*Family:* Articles for professionals on working with parents. Programs to involve parents in early education.

*Rehabilitation:* Vocational skills training Vocational evaluation

*Residences:* Medical care of mentally retarded persons in residential facilities Group homes. Comparisons of various residential alternatives. Personnel management at institutions.

*Treatment:* Behavior therapy used to correct behavior disorders Music, occupational, and other therapies

Technical studies in the following areas: cognition, learning, language development, perception, personality, genetics, physiological and other biomedical studies, and medical and dental treatment.

## **NATIONAL REHABILITATION INFORMATION CENTER (NARIC)**

**4407 Eighth Street, N.E.  
The Catholic University of America  
Washington, DC 20064**

**(202) 635-5822 (Voice)**

**(202) 635-5885 (TDD)**

Data base name	NARIC data base
Subject area covered	Rehabilitation and related subjects
Years	1956-
Number of citations on mental retardation (1976- )	132
Controlled vocabulary	Yes
Abstracts	Yes
Cost	No
Print version	No

*Education* Behavior modification techniques and teaching specific skills

*Employment* Citations on various aspects of sheltered workshops. A few publications with comprehensive information on employment

*Rehabilitation* Vocational training and rehabilitation methods and programs

*Residences* Community residences and deinstitutionalization

*Self Care Skills* Several on teaching of specific skills.

### **NATIONAL TECHNICAL INFORMATION SERVICE**

**U.S. Department of Commerce**

**5285 Port Royal Road**

**Springfield, VA 22161**

**(703) 487-4600 (For general information)**

**(703) 487-4642 (To order searches)**

**(703) 487-4650 (To order documents)**

Data base name	Bibliographic Data File
Subject area covered	Technical reports, including much federally sponsored research in the social, biological, and physical sciences
Years	1964-
Number of citations on mental retardation (1976- )	At least 140
Controlled vocabulary	Yes, but not used consistently
Abstracts	Yes
Cost	Yes
Print version	<i>Government Reports Announcements and Index</i> and 26 abstract newsletters in specific subject areas

*Employment:* Reports on sheltered workshops.

*Rehabilitation* See below.

*Residences.* Problems and objectives of deinstitutionalization. Reports on community housing and institutional care. Some of the publications on deinstitutionalization cover rehabilitation as part of the normalization process.

*Social Services:* Several citations on library services.

NTIS also has citations on national and state plans for services for persons with mental retardation, including rehabilitation and advocacy.

### **PROJECT SHARE**

**National Clearinghouse for Improving  
the Management of Human Services**

**P.O. Box 2309**

**Rockville, MD 20852**

**(301) 251-5170**

Data base name	Project Share data base
Subject area covered	Human services planning, administration, and evaluation
Years	1967-
Number of citations on mental retardation	Unavailable
Controlled vocabulary:	Yes
Abstracts	Yes
Cost	No
Print version	<i>Journal of Human Service Abstracts</i>

*Advocacy/Civil Rights:* Protection and advocacy systems (theory, evaluation, descriptions of programs)

*Residences* Deinstitutionalization and community integration (issues, trends, programs, and outcomes) Group homes. Residential alternatives.

*Social Services* Much material on state and local services, including planning, administration, and evaluation, service integration, case management, and Title XX services

### **PSYCHOLOGICAL ABSTRACTS INFORMATION SERVICE**

**American Psychological Association**

**1200 17th Street, N.W.**

**Washington, DC 20036**

**(800) 336-4980 (Except Washington, DC and Virginia)**

**(202) 833-5908 (Washington, DC and Virginia)**

Data base name	PsycINFO
Subject area covered:	Psychology and related disciplines
Years	1967-
Number of citations on mental retardation (1976- )	More than 2800
Controlled vocabulary	Yes
Abstracts:	Yes
Cost:	Yes
Print version	<i>Psychological Abstracts</i>

*Advocacy/Civil Rights* Right to treatment. Public Law 94-142. Advocacy. Mentally retarded offenders.

*Attitudes:* Attitudes of parents, regular and special education teachers, professional and paraprofessionals, children, student peers, and the public. Effects of labeling

*Education:* Mainstreaming retarded students. Techniques for teachers. Evaluation of methods.

*Employment:* Increasing productivity in sheltered workshops. Work adjustment. Success of retarded persons in competitive employment situations. On-the-job training.

*Family:* Adjustment patterns. Family therapy. Backgrounds of parents of mentally retarded children.

*Rehabilitation:* Vocational training and evaluation. Job-related social skills.

*Residences:* Descriptions of residential alternatives and related services. Studies of client behavior and adaptation. Deinstitutionalization.

*Self Care Skills:* Independent living, social competencies, personal hygiene, feeding, and other skills.

*Social Services:* Community services supportive of normalization. Trends in services.

*Treatment:* A variety of behavior modification techniques to eliminate self injurious and other negative behavior and to train and educate. Speech therapy and early intervention programs.

In addition, technical studies in the following areas are documented in the data base: psychometrics, perception, learning, personality, cognitive psychology, and communication.

#### SMITHSONIAN SCIENCE INFORMATION

##### EXCHANGE

1730 M Street, N.W.  
Washington, DC 20036  
(202) 634-3933

Data base name:	Smithsonian Science Information Exchange
Subject area covered:	Social, life, and physical sciences (principally reports of federally sponsored research in progress)
Years:	Active file covers past two U.S. government fiscal years
Number of citations on mental retardation (1979- ):	More than 1700 (since many descriptors are assigned to each document, some citations on mental retardation are only tangentially related to this subject)
Controlled vocabulary	Yes
Abstracts:	Yes
Cost:	Yes
Print version	No

*Education:* Development of reading and language skills. Training in adaptive behavior.

*Employment:* Studies of employment in sheltered work settings.

*Family:* Mother-child interaction. Effect of interaction on language and development. Family training and therapy programs.

*Rehabilitation:* Vocational skill training and evaluation. Community adjustment.

*Residences:* Deinstitutionalization. Group homes and other residential alternatives.

SSIE also contains records for technical studies, including many reports on biomedical experiments, in the following areas: nervous system, genetics, physiological processes, personality, learning and retention, social psychology, developmental psychology, and communication.

## CORRECTION

The telephone number for Vision Foundation, Inc., listed on page 12 of the *March/April Programs for the Handicapped*, is (617) 965-5877. Vision is a nonprofit human service organization providing a support system of and for the newly blind, the visually handicapped and people with progressive eye disease in Massachusetts and neighboring states. The organization also operates an information, referral and follow-up center on the national level.

## Update on the National Council on The Handicapped

A fourth meeting of the National Council on the Handicapped was held in Washington, D.C. May 4-6. Special guest was Harold Krents, White House Fellow in the Office of the Special Assistant to the President for Consumer Affairs, whose role is to focus on concerns of the handicapped population. Dorcas Hardy, the newly appointed Assistant Secretary for Human Development Services, reported on the block grant proposals of the Department of Health and Human Services, and answered questions from Council members. The Council listened to presentations of programs and concerns in the areas of developmental disabilities and special education. A public forum on "the Place of Disabled Persons in Our Economy," held in conjunction with the annual meeting of the President's Committee on Employment of the Handicapped, gave the Council a chance to listen to and consider presentations by a variety of organizations and individuals. Some speakers reported on ongoing programs in the employment field, while others pleaded the cause of special disorder groups with continuing employment problems. The next meeting of the National Council on the Handicapped is scheduled for July 16-17.

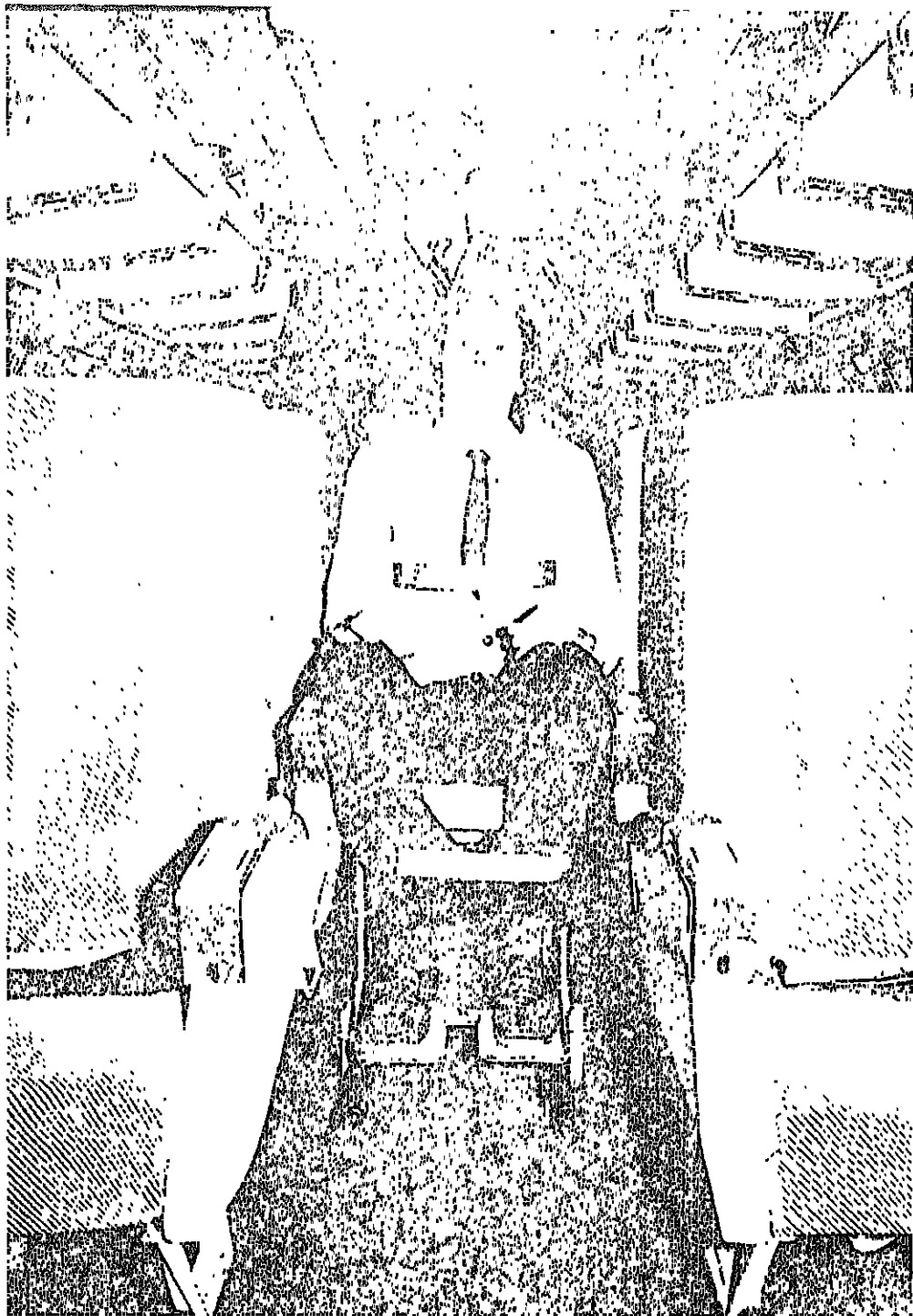
## New Degree Program For Hearing Impaired

Rochester Institute of Technology (RIT) will offer a new associate of applied science degree in interpreting for the hearing-impaired beginning in September 1981. The program will be administered through the National Technical Institute for the Deaf, one of 10 RIT colleges.

In addition to interpreting, students will specialize in one of three major areas of study: tutor/notetaking, educational programs, or interdisciplinary study. The new AAS degree program will prepare graduates to be professional interpreters and provide other educational support services for deaf students in mainstreamed schools.

NTID at RIT has a 14-year history of offering intensive short-term training in interpreting and tutor/notetaking. The AAS program marks the beginning of a more formal and long-term commitment for training professionals to meet the needs of deaf people nationwide, especially in educational settings, and the first degree program to be offered to hearing students.

For more information, write: Alice Beardsley, Admissions Coordinator, NTID at RIT, Educational Support Services Training, 1 Lomb Memorial Drive, Rochester, NY 14623.



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## **SPECIAL WHEELCHAIR FACILITATES AIR TRAVEL**

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*This special wheelchair, which helps make air travel easier for the disabled, was developed by Rehabilitation International-U.S.A. as part of its Access to the Skies program. Called the Fulton Wheelchair, its narrow design allows it to fit in the plane cabin and fly with the passenger. Rehabilitation International-U.S.A. is a national voluntary rehabilitation organization which offers a number of programs to assist handicapped people. A United Technologies gift of \$75,000 will help expand and enlarge the Access to the Skies program*



# News Briefs

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## Non Oral Communication Educational Materials

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The Non Oral Communication Center, located at Plavan School in Orange County, California, has for the last three years provided an assessment and training program for nonspeaking students who experience severe physical handicaps. Funded by an ESEA Title IV-C grant, the program developed successful intervention strategies for the child without oral speech. These strategies include manual/gesture systems, language boards, and many mechanical and electronic communication systems.

The Center can disseminate successful teaching practices and materials to any other educational programs interested in replicating meaningful portions of them. Representatives from the project staff can provide inservice to interested facilities.

The following educational materials may be purchased from the Non Oral Communication Project for use by schools, clinics and other interested professionals or advocates: Non Oral Communication—A Training Guide for the Child without Speech, \$12.50; Language Board Instruction Kit, \$7.00; Non Oral Communication Assessment Forms, \$2.00. Add \$2.00 shipping for the Training Guide.

To order the materials or request further information, contact Judy Montgomery, Director, Non Oral Communication Center, 9675 Warner Ave., Fountain Valley, CA 92708. Telephone (714) 962-8828.

## California Gas Stations Serve Disabled Drivers

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The State of California has passed a statute that requires self-service gasoline stations to furnish refueling services to disabled drivers of vehicles with special license plates or placards, and they may not increase prices for the service.

In order to monitor the effectiveness of the legislation, citizens have been invited to file written complaints with Barry J. Holliday, Los Angeles County Commissioner for the Handicapped, 383 Hall of Administration, 500 W. Temple Street, Los Angeles, CA 90012.

Similar legislation was considered last year in Michigan and Pennsylvania without success. A bill was introduced this year in Georgia but it failed to pass. At present, bills are under consideration in Washington State and in New Mexico.

## National Resource Center On Deafness

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The National Resource Center, a 504 resource/referral service is now available to anyone who needs current, state-of-the-art information about eliminating discrimination on the basis of deafness. This service, part of a program funded by the Office for Civil Rights, U.S. Department of Education and the Office for Civil Rights, Community Services Administration of the Federal Government, will help recipients of Federal funds understand their Section 504 obligations and will offer practical advice and resource/referral information.

The Resource Center can answer questions about facility accessibility, providing social-health services for deaf persons, making reasonable accommodations for deaf employees, providing special aids and devices, etc.

A toll-free line is operated by the National Association of the Deaf (NAD) in Silver Spring, MD. In addition to resource/referral service, NAD has conducted 10 regional workshops, training 500 deaf individuals in 10 different cities. NAD welcomes your questions, comments, and any information you may have which could help this project.

Contact Thomas M. Mentkowski, Information Specialist, National Resource Center, 814 Thayer Avenue, Silver Spring, MD 20910. Telephone (800) 638-2620 (Maryland residents, call (301) 587-1788 collect), 24 hour coverage for TDD's.

## Survey of Disabled People

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The Disability Rights Education Defense Fund, Inc. (DREDF), a nonprofit public interest law corporation associated with the Center for Independent Living in Berkeley, CA, has received a grant from the Women's Educational Equity Act Program in Washington, D.C., to conduct a national survey of handicapped women to identify their educational experiences and needs. The purpose of DREDF is to foster the growth of the disability civil rights movement on a regional and national level.

A short questionnaire will be distributed to disabled men, women and children. Later, longer questionnaires will be sent to a random sample of women and girls. DREDF is appealing to everyone who can help identify disabled people with all types of handicaps: physical, mental, visu-

*(See Survey, page 16)*

# Announcements

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## Crime Prevention PSAs Captioned

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Crime prevention public service announcements (PSAs), produced by the Department of Safety and Security at Gallaudet College and captioned for hearing impaired viewers, are now available for loan or purchase to any victim/witness, criminal justice, or other community agency. It is hoped that these agencies will arrange for the PSAs to be aired in their local communities.

Gallaudet College in Washington, D.C. is the only liberal arts college for hearing impaired persons in the world. Its Department of Safety and Security, in addition to its law enforcement functions, develops materials for consumers and law enforcement offices and trains police in working with the deaf community. The PSAs are intended to make people aware of potentially dangerous situations, e.g., leaving doors unlocked, opening doors without finding out who is there, leaving a spare house key in an obvious place, or picking up hitchhikers.

The PSAs are captioned so they are suitable for hearing impaired as well as hearing viewers. They are 10, 20, and 30 seconds in length, conforming to Federal Communications Commission regulations. All PSAs are available on one ¾" videotape and may be borrowed for copying purposes or purchased for \$15 plus mailing.

For further information about purchase or loan of the PSAs or for information about other crime prevention materials, contact Ed Glenn, Department of Safety and Security, Gallaudet College, 7th and Florida Avenue, N.E., Washington, DC 20002, (202) 651-5563 (TDD and Voice).

## International Conference on Autism

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The National Society for Children and Adults with Autism (NSAC) will hold its 13th annual meeting and conference July 14-18, 1981 at the Boston Park Plaza Hotel, Boston, MA, including a two-day international research symposium. The theme for the conference is "Hope through Research and Education." Internationally known scientists and educators will speak on the results of recent findings in educational, behavioral, social and medical research. Topics will include language and communication, early screening and diagnosis, the needs of adolescents and adults, neurochemistry, neurobiological mechanisms, biological research and genetics. Practical educational and residential issues will be stressed. For more information, contact: The National Society for Children and Adults with Autism, 1234 Massachusetts Ave., N.W., Suite 1017, Washington, DC 20005, telephone: (202) 783-0125.

## Golden Access Passport For Physically Disabled and Blind

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Secretary of the Interior James G. Watt has announced that people who are physically disabled or blind may now obtain free entry to national parks, monuments, historic sites and recreation areas and receive 50 percent discounts on fees for recreational activities such as camping and boat launching.

The disabled person already must be eligible to receive federal benefits for their disability under programs such as Disability Retirement (Office of Personnel Management); Compensation for Service-Connected Disability (Veterans Administration); Pension for Nonservice Connected Disability (Veterans Administration); Coal Mine Safety and Health Act (Department of Labor); Social Security Disability (Department of Health and Human Services); or any other of the disability programs.

The benefits are available under the new Golden Access Passport, which will become available this summer. In the meantime, free entry and discounts for the disabled may be obtained by visiting the federal area and signing a statement of eligibility.

Free entry is also available to people accompanying the disabled person when entering by private vehicle. When entering by other means, such as on foot or in a commercial bus, free entry extends to accompanying spouse, children, and parents.

The new Golden Access Passport results from a 1980 amendment to the Land and Water Conservation Fund Act of 1965. Free lifetime entrance permits and discounts on fees are already available for people 62 and over under the Golden Age Passport. For people under 62, the Golden Eagle Passport provides unlimited entry for a \$10 annual fee. Golden Access and Golden Age Passports must be obtained in person, while the Golden Eagle may be obtained either in person or by mail.

For more information about the passports, contact: Division of Federal Lands Planning, U.S. Department of the Interior, 440 G Street, N.W., Room 236, Washington, DC 20243, telephone (202) 343-7665; or the National Park Service, 1013 Interior Building, 18th and C Streets, N.W., Washington, DC 20240, telephone (202) 343-4747.

# Announcements

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## Fire Safety Training Grant

The Massachusetts Firefighting Academy in Sudbury, in cooperation with the Massachusetts Department of Mental Health, has received a two year grant totaling \$173,000 from the U.S. Department of Education, Office of Special Education and Rehabilitative Services. The Academy was awarded the grant to develop a comprehensive fire safety training program for persons with mental retardation who reside in community residential settings. The program will also include fire safety materials for community residence staff, as well as a workshop model for firefighters on issues in mental retardation.

The Massachusetts Firefighting Academy, created in 1971, serves as the sole agency responsible for training the fire service of the State, and they have been working closely with the Massachusetts Department of Mental Health for the past three years on issues of fire safety in both institutional and community residential settings. Joseph Donovan, Chief of the Firefighting Academy, said that staff of both agencies felt that as part of the goal of increased independence for adults with mental retardation, it is important that these individuals have a thorough understanding of fire safety and prevention and what procedures to take if fire should strike.

The media materials and workshop model are expected to be completed by January 1982, and during 1982 these materials will be field tested and revised if necessary.

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## Arts for the Handicapped

The National Committee, Arts for the Handicapped (NCAH) is an educational affiliate of the Kennedy Center for the Performing Arts. The committee has a mandate to coordinate the national development of arts programs for handicapped children and youth. In order to encourage participation of more disabled people in arts programs, the Committee has organized about 200 disabled artists to act as consultants to individuals or organizations needing advice on arts programs for the handicapped. These artists represent various disciplines including painting, photography, dance, and writing. A list of these artists, categorized by state and specialty, is available from: Laureen Summers, NCAH, 1825 Connecticut Ave., N.W., Suite 418, Washington, DC 20009. Telephone: (202) 322-6960.

## Rehab Counselor Home-Study Courses

Rehabilitation counselors may now meet the five-year certification requirements of the Council on Rehabilitation Counselor Certification (CRCC) by completing three of five new home-study courses offered by the University of Wisconsin-Extension. The courses include Rehabilitation Perspectives (A500); Rehabilitation Community Resources (A501); Rehabilitation Client Assessment (A502); Rehabilitation Counseling Approaches (A503), and Rehabilitation Placement Methods (A504).

The textbook for all five courses is *Total Rehabilitation*, a five-part volume published by Little, Brown of Boston in 1980 and written by George N. Wright, Ph.D., CRC, and professor of Rehabilitation Counselor Education at the University of Wisconsin-Madison. The cost of each course is \$62 which includes a study guide and instruction. The text can be purchased for \$32.50, and it can serve as a handbook after completing the course work. It has 830 pages with over 5,500 subject citations in the index, including technological definitions from glossaries in the 40 chapters.

For an application to enroll, write to: Independent Study, UW-Extension, 432 N. Lake St., Madison, WI 53706.

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## Survey

*(Continued from page 14)*

al, hearing, or hidden disabilities. They are particularly concerned about finding people who are less likely to appear on lists of most organizations: people who live outside of urban areas, people who cannot leave home or live in institutions, severely disabled people, deaf people, and people with hidden disabilities.

There are several ways you can help DREDF in their research, such as: 1) send DREDF a list of affiliated officers in other states and cities; 2) send a list of agencies in your area that serve the handicapped; 3) send a list of names of handicapped people in your area; 4) place an announcement of the survey in your newsletter; and/or 5) distribute some short questionnaires to handicapped people in your area.

For further information, contact: Ann Cupolo, Disability Rights Education and Defense Fund, Inc., 2032 San Pablo Avenue, Berkeley, CA 94702. Telephone: Toll-free (800) 227-2357 (except California). In California, call collect (415) 644-2555.

# Announcements

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## **Ninth Annual Convention Down's Syndrome Congress**

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The Down's Syndrome Congress will hold its Ninth Annual Convention on October 10-11, 1981, in Portland, Oregon. The program will include several speakers; workshops on parent emotions, parent advocacy, mainstreaming, cosmetic improvements, sex education/normalization, early childhood education, teaching reading/hints of writing, sibling and adoption panels, infant stimulation, parent effectiveness, and parent groups across the country, and a film festival of the best available films on Down's syndrome. For further information, contact Doranna Pranke, Rt 2, Box 246, Gresham, OR 97030, telephone (503) 663-5454.

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## **Pan American Expo**

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The Florida Paraplegic Association is sponsoring a Pan American Expo on Disability, to be held in Miami, Florida, October 20-22, 1981 at the Fontainebleau Hilton Hotel. The Conference is expected to attract an estimated 10,000-15,000 people from many nations, including disabled persons, professionals who serve handicapped people, and the community at large. Local, state, national and international leaders in the field of rehabilitation will present the most recent and innovative equipment, supplies, facilities, and programs and services designed to meet the needs of the disabled. For additional information, contact: Dr. Syd Rudman, EXPO Coordinator, Florida Paraplegic Assoc., Inc., 1366 13th Terrace, Miami Beach, FL 33139, telephone (305) 325-6263.

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## **TWA Reservation Service**

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Trans World Airlines now offers a nationwide telephone reservation service for people with impaired hearing or speech. Keyboards have been installed at the Reservation Office and handicapped persons whose phones are equipped with the special keyboards may call TWA Reservations toll-free from anywhere in the United States except Alaska and Hawaii.

The TWA toll-free number for the United States, excluding Alaska, Hawaii, and California, but including Puerto Rico and the Virgin Islands, is (800) 421-8480. The number for California only is (800) 252-0622. The service is available daily from 8:00 a.m. to 10:00 p.m. EST.

## **Mobility International Conference**

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Mobility International is a London-based organization which promotes the integration of disabled persons into society, particularly through travel and educational/cultural exchange. Mobility International is inviting all disabled people, their friends and families as well as professionals, to attend their 1981 conference on August 2-9, 1981 in Toronto, Canada. The intent of the conference is to encourage disabled people to accept the challenge of more active involvement in society, and to let the educational community, decision makers in government and the travel industry know that disabled people have a desire and a right to fully integrate into society. The conference will focus on many features, such as education, consumerism and public advocacy, with speakers from all over the world.

Mobility International USA will apply for official membership in Mobility International at this conference, joining a network of 44 other national affiliates around the world. For information on the U.S. membership or to submit materials for a USA display table, contact: Barbara Williams, Mobility International USA, PO Box 3551, Eugene, OR 97403.

For more information and applications for the Mobility International Conference, write: Canadian Bureau of International Education, 141 Laurier West, Suite 807, Ottawa, Ontario K1P 5J3. Telephone: (613) 237-4822. Cable: Canserv Ottawa.

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## **Planned Parenthood**

*(Continued from page 6)*

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19-21, 1981). CSD also publishes a quarterly newsletter (for free membership, write: Coalition on Sexuality and Disability, 122 East 23rd Street, New York, NY 10010).

For further information on local Planned Parenthood programs in the area of sexuality and disability as well as audio visuals and curricula, contact: The Planned Parenthood Federation of America, Clearinghouse for Sexuality and Population Education Program Materials, Department of Education, 810 Seventh Avenue, New York, NY 10019.

For an annotated bibliography of articles, books, and dissertations in the area of sexuality and disability, send \$5 prepaid to: Katherine Dexter McCormick Library, Planned Parenthood Federation of America, 810 Seventh Avenue, New York, NY 10019. This bibliography will be available as of July 1981.

# New Publications

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## DEAF BLIND

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A *Directory of Agencies Serving the Deaf-Blind* was published by the Helen Keller National Center for Deaf-Blind Youths and Adults in 1980. This national directory was developed cooperatively with the Deaf-Blind Section of the American Deafness and Rehabilitation Association, and it lists and describes federal, state, and private programs for the deaf-blind population. For each entry, the name of a contact person is listed, along with the age group and locale served, the method(s) of communication used, and a brief description of the services provided for deaf-blind individuals. Included are state vocational rehabilitation offices, state commissions for the blind, and the Regional Center for Services to Deaf-Blind Children. Available from: Mrs. G. Queen, Helen Keller National Center, 111 Middle Neck Road, Sands Point, NY 11050. Telephone: (516) 944-8900. Price, \$5 prepaid.

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## SPORTS

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A new brochure, *The Widening World of Sports and Recreation for People with Disabilities*, was recently produced by the National Easter Seal Society. This publication encourages participation in sports for disabled persons, and describes a variety of sports which are attracting disabled persons such as tennis, skiing, scuba diving, flying, camping, water skiing, riding, golf, boating, and wilderness adventure. Brief illustrations of how sports can be adapted and a list of resource organizations are provided in this guide. For a copy, send a stamped, self-addressed No. 10 envelope (brochure is 3½ by 8¾) along with 35¢ to: National Easter Seal Society, 2023 West Ogden Avenue, Chicago, IL 60612.

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## INTERPRETER SERVICES

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*Interpreter Services for Deaf Clients: Guidelines for Rehabilitation Personnel* is the product of the Seventh Institute on Rehabilitation Issues, June 1980. This book provides a needed resource on utilizing interpreters by introducing the reader to deafness as a disability and then discussing such concrete issues as locating and paying interpreters, working out role relationships with them, defining lines of responsibility between counselor and interpreter, and the overall use of interpreting in the

rehabilitation process. An appendix includes a code of ethics and a quality assurance screening model for interpreters and lists other resources such as training institutions and other organizations in the deafness field. Developed by a prime study group of experts in the field of deafness this report will serve as a resource for rehabilitation personnel and others interacting with deaf clients and interpreters. Available from: Publications Clerk, Research and Training Center, University of Wisconsin-Stout, Menomonie, WI 54751. Telephone: (715) 232-1380. Price, \$4. prepaid

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## EMPLOYMENT GUIDES

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The President's Committee on Employment of the Handicapped has recently released two new brochures in a series designed to help employers understand disability. *Respond to Workers with Diabetes* and *Respond to Workers with Cerebral Palsy* discuss facts about these respective disabilities with possible problems and solutions when employing persons with these disabilities. In an informal style these guides contrast myths and facts and encourage employers to hire disabled job applicants. Available from: President's Committee on Employment of the Handicapped, 1111 20th Street, N.W., Washington, DC 20036. Telephone: (202) 653-5010.

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## REHABILITATION

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*Rehabilitating People with Disabilities into the Mainstream of Society* by Allen D. Spiegel and Simon Podair focuses on how to provide accessibility for the disabled person in the areas of employment, health services, education, housing, transportation, and recreation. The book was written to highlight the many needs disabled persons have and methods by which they can be met. Compliance with Section 504 of the Rehabilitation Act of 1973 is discussed as well. Original materials and articles from rehabilitation, medical, and related journals comprise the text which is geared to the needs of professionals and students in rehabilitation and related areas. An international perspective on disability is provided with some articles on the status of current rehabilitation efforts in other western countries. Available from: Noyes Medical Publications, Mill Road at Grand Avenue, Park Ridge, NJ 07656. Price, \$28.

# New Publications

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## PUBLIC LAW 94-142

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The *Second Annual Report to Congress on the Implementation of Public Law 94-142: The Education for All Handicapped Children Act* (1980) is now available. Based on a variety of governmental and nongovernmental studies, the report details both the successes and the failures in implementation of the act. It focuses on the 1977-78 and 1978-79 school years and was developed prior to the formation of the Department of Education when the Bureau of Education for the Handicapped became the Office of Special Education. The report contains a significant amount of data on special education and handicapped children displayed in tables and graphs. The following questions are answered with data: 1) Are the intended beneficiaries being served? 2) In what settings are the beneficiaries being served? 3) What services are being provided? 4) What are the consequences of implementing the act? 5) What administrative procedures are in place? 6) To what extent is the intent of the act being met? The report is available by sending a self-addressed mail label to: Barbara Hobbs, Program Support Branch, Office of Special Education, 400 Maryland Avenue, S.W., Donohoe Bldg., Room 4834, Washington, DC 20202.

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## COMMUNITY LIVING

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The positive contributions of handicapped persons to neighborhood life is the theme of *New Life in the Neighborhood* by Robert Perske and illustrated by Martha Perske. After developing the normalization principle and its implications for community living, the author examines important dimensions in neighborhood life such as "powerful peer group educators" and "natural reinforcement—neighborhood style." Issues such as zoning and property values are discussed as well. Through case examples, the book documents how persons with retardation and other disabilities can assume roles in the mainstream as workers, homemakers and neighbors. This book will help students, parents and professionals to view handicapped persons as "people first" above all else. Martha Perske's drawings are much more than illustrations; they are so sensitive and accomplished that they add a unique flavor to this book. Available from bookstores or from Abington, 201 Eighth Avenue South, Nashville, TN 37202. Price, \$4.95 prepaid. Multiple copies may be ordered by professional or voluntary organizations in the field of the handicapped at \$2.97 each, and orders may be placed through Abington's toll free line, (800) 251-3320.

## CAREER AWARENESS

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Improving career opportunities for handicapped youth through collaboration with existing community organizations is the focus of these new guidebooks *The Interdependent Community Collaborative Planning for Handicapped Youth, Leaders Handbook* and *Member's Guide* were produced by the Technical Education Resource Centers under a grant from the former Bureau of Education for the Handicapped (now the Office of Special Education). The *Leaders Handbook* offers guidelines for team building, instructions for team planning activities, and tips for handling difficulties and information on existing collaborative programs and sources of information. The *Member's Guide* outlines the same collaborative process and discusses responsibilities of team participants. Available from: Technical Education Research Centers, 44 Brattle Street, Cambridge, MA 02138. Price: *Handbook*, \$7.50; *Member's Guide*, \$2.50 (\$2 if ordered in quantities of more than six).

Career opportunities in the sciences for students with disabilities is the theme of a new booklet sponsored by the National Science Foundation entitled *Careers in Science: A Guide for the Counselors, Teachers, and Parents of Students with Disabilities*. The University of California-Irvine Career Planning and Placement Center developed this guide to increase awareness of the capabilities of persons with disabilities and to encourage disabled students to pursue science careers. Science coursework and mainstreaming beginning in adolescence and continuing through adulthood are stressed. Relevant civil rights laws are discussed, as are teaching strategies and adaptations including the latest technology. Visual, hearing, and mobility impairments in particular are examined, and handicapped scientist role models are provided by case example. The guide is complete with glossary and a list of selected resources in this area. For more information on this publication and other products of the project including video tapes, contact: Career Planning and Placement Center, University of California-Irvine, Irvine, CA 92717.

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## VISUAL IMPAIRMENT

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*Coping with Sight Loss: The Vision Resource Book* is a new handbook produced by the Vision Foundation of Newton, Massachusetts. Printed in large type (18 pt.) and recorded on voice indexed cassette, this book was written for newly blind and partially sighted people and those with progressive eye disease, their families and friends, and the professionals and agencies who work with them.

# New Publications

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The book serves as a comprehensive resource in terms of practical issues such as financial benefits, job opportunities, services, legal rights, consumer groups, reading aids and devices, mobility, sports and recreation and more. Toll free numbers, additional directories, publications and rehabilitation specialists in vision loss are also listed. The large print edition is \$10. The first 500 copies of the cassette edition are available at \$5 each prepaid—thereafter the cost will be \$10 each. The *Large Print Inventory List—Volume IV* is another new product from the Vision Foundation. This 18 page inventory lists over 140 items, most of them free. Magazines, cookbooks, catalogs and other publications in large print, braille, and cassette are included in the list. Single copies are free, orders of six or more are 50¢, cassette copies are \$2 each. Available from: The Vision Foundation, Inc., 770 Centre Street, Newton, MA 02158. Telephone: (617) 965-5877, or in Massachusetts: toll free (800) 852-3029.

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## DISABILITY ECONOMICS

Rehabilitation International, in cooperation with the United Nations, has just published *The Economics of Disability: International Perspectives*. This volume is intended to "... encompass for policy makers and others concerned with the impact of disability upon society the full range of issues included within the economics of disability prevention and rehabilitation." Consideration is given to such issues as the economic and social costs of disability, implications of cost/benefit analysis, the labor market, and social benefit systems. This book is based on a United Nations study on the social and economic implications of investment in rehabilitation, a report of the United Nations Expert Group Meeting on the Socio-Economic Implications of Investment in Rehabilitation, and on case studies that illustrate cost benefit methodology and its application to the rehabilitation process. Available from Rehabilitation International, 432 Park Avenue South, New York, NY 10016 for \$15, or from United Nations bookstores.

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## FUNDING

The *Handicapped Funding Directory* (1980-81) is a resource guide for those seeking funding for programs serving handicapped persons. National in scope, this guide lists more than 400 foundations, government agencies, and associations which might be sources of funds for programs serving handicapped persons. Various disabilities and impairments are addressed in the information provided which includes essays on grantmanship, names and addresses of state agency directors, and a bibliography of grant funding publications. Available from: Research Grant Guides, P.O. Box 357, Oceanside, NY 11572. Price, \$16.50.

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## ACCESSIBILITY

*Adaptable Housing* is a brief guide to economical adaptations to improve the accessibility of apartment dwellings. The "adaptable approach" is described as designing to "... accommodate the needs of a person who experiences difficulty maneuvering or with reach limitations, but leaves it to the individual to adapt their dwelling to their own particular requirements." Using illustrations and a problem and solution format, the guide covers minimum guidelines for kitchens, bathrooms, living spaces, hardware and controls, and building sites and common areas. Available from: Research Dissemination, Education and Training Center, Rehabilitation Institute of Chicago, 345 East Superior, Chicago, IL 60611. Price, \$3.

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## ASSESSMENT STRATEGY

Mark Ozer's *Solving Learning and Behavior Problems of Children* presents an innovative planning system which provides for a collaborative approach between professionals and consumers. The book offers a model to use in meeting individualized planning requirements (such as IEP's) while assuring that the language is understandable to all parties involved. The model may be used by professionals in various settings, and promises to help all participants learn to: 1) evaluate themselves accurately; 2) define problems in real life terms; 3) recognize what has been accomplished in problem areas; 4) become aware of the means by which progress has occurred; and 5) define realistic goals for the future. Transcriptions of actual interviews are used to portray the active participation of parents and children in the planning process. Available from: Jossey-Bass, Inc., Publishers, 433 California Street, San Francisco, CA 94104. Price, \$14.95 prepaid.

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## CANADA'S DISABLED

The premiere issue of a new monthly magazine appeared in May titled *Perspectives: Canada's National Magazine on Disabilities*. Editor Stephen Crozier explains, "It is a news magazine with a particular interest in the issues of concern to the disabled community; but it will be informative, challenging and entertaining for anybody and everybody." In addition to a full time staff at *Perspectives*, there is a network of writers from agencies across the country who are contributing to this publication. For further information, contact: Pedowie Publishing, 632 Queen Street West, Toronto, Ontario M6J 1E4. Telephone: (416) 362-4561.

